Unit title	Unit 8: Computer Games Development
Guided learning hours	60
Number of lessons	30
Duration of lessons	2 hours

Key to learning opportunities			
IA	Internal assessment	**RS**	Revision session
GS	Guest speaker	**V**	Visit
IS	Independent study	**C**	Classroom activities directed by teacher

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Lesson	Topic	Lesson type	Suggested activities	Resources
Learning aim A: Investigate technologies used in computer gaming				
1	**Introduction** **A1 Social trends in computer gaming**	IS C	• **Teacher-led discussion:** To introduce the unit, initiate a discussion on the genres and social trends in computer gaming. • **Teacher presentation:** Give an overview of the different genres and social trends in computer gaming. • **Individual activity:** Learners explore multiple computer games to identify their genres and social trends. • **Plenary:** Summarise the lesson and use oral questioning to confirm learners' understanding.	• Teacher presentation. • Computer games (online or console based).
3	**A2 Technologies used in computer games**	IS C	• **Teacher-led discussion:** Discuss the different technologies used in gaming. • **Paired/small-group activity:** Learners should research and document the benefits and limitations of different platforms for the development of computer games. Then learners' feedback to whole class. • **Plenary:** Summarise the lesson and use oral questioning to confirm learners' understanding.	• Computers and gaming platforms.

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Lesson	Topic	Lesson type	Suggested activities	Resources
3	**A2 Technologies used in computer games**	IS C	• **Teacher-led discussion:** Discuss the different hardware and software options used in gaming. • **Paired/small-group activity:** Learners should research and document the different hardware/software options available for the development of computer games. Then learners' feedback to whole class. • **Teacher-led discussion:** Discuss the use of gaming engines to aid development. • **Paired/small-group activity:** Learners should research and document the capabilities of gaming engines. Then learners' feedback to whole class. • **Plenary:** Summarise the lesson and use oral questioning to confirm learners' understanding.	• Computers and gaming platforms.
4-6	**Learning aim A Assessment**	IA IS	• **Lead-in:** Introduce the assessment detailing the main assessment criteria, deadline, and submission criteria. • **Assignment writing:** Using the authorised assignment, learners should complete all the tasks.	• Computers with internet access. • Authorised assignment.

Lesson	Topic	Lesson type	Suggested activities	Resources
Learning aim B: Design a computer game to meet client requirements				
7	**B1 Computer games design processes and techniques**	IS C	• **Teacher-led discussion/presentation:** understanding the visual style design process. • **Individual activity:** Learners design solutions against given scenarios making use of visual styles. • **Plenary:** Discuss how learners coped with the activity and use oral questioning to identify any gaps in understanding.	• Flipchart or similar for learners to record discussions and ideas. • Scenarios. • Computers with required software.
8-9	**B1 Computer games design processes and techniques**	IS C	• **Teacher-led discussion/presentation:** Understanding gameplay features. • **individual activity:** Use current games to design the gameplay features. • **Plenary:** Discuss how learners coped with the activity and use oral questioning to identify any gaps in understanding.	• Flipchart or similar for learners to record discussions and ideas. • Learner work from previous lesson.

Lesson	Topic	Lesson type	Suggested activities	Resources
				• Access to current games. • Computers with required software.
10-11	**B2 Design documentation** **B3 Reviewing and refining designs**	IS C	• **Teacher presentation:** Give an overview of the design documentation required for computer game development. • **Individual activity:** undertake a simple practical task to produce standard design documentation based on a scenario. Learners to review designs with others and refine based on feedback. • **Plenary:** Summarise the lesson and use oral questioning to confirm learners' understanding.	• Learner activity material. • Computers. • Dry wipe board or flip chart to collate feedback.
Learning aim C: Develop a computer game to meet client requirements				
12	**C1 Principles of computer games development**	IS C	• **Teacher presentation:** Give an overview of the concepts and principles for computer game development.	• Learner activity material. • Computers.

Lesson	Topic	Lesson type	Suggested activities	Resources
			• **Individual activity:** Investigate/play and document a computer game to understand the concepts and principles that have been applied to it. Feedback the findings in small groups. • **Plenary:** Summarise the lesson and use oral questioning to confirm learners' understanding.	• Computer game.
13-16	**C2 Developing computer games**	IS C	• **Teacher presentation/discussion:** Presentation and discussion on the different features and functions to support computer game development. • **Individual activity:** The learners use the chosen development environment to create simple games.	• Teacher presentation and notes. • Computers. • Gaming development environment.
17	**C2 Developing computer games**	IS C	• **Teacher presentation/discussion:** Presentation and discussion on the advanced features to support computer game development. • **Individual activity:** The learners apply some advanced features to the games created in previous lessons.	• Teacher presentation and notes. • Computers.

Lesson	Topic	Lesson type	Suggested activities	Resources
				• Gaming development environment.
18	**C3 Testing computer games**	IS C	• **Teacher presentation:** Explain what testing involves for computer games. • **Individual activity:** Give the learners several different games. They must fully test each game.	• Teacher presentation and notes. • Computers. • Computer games.
19	**C4 Reviewing computer games** **C5 Quality characteristics**	IS C	• **Lead-in:** What makes a good computer game? • **Tutor-led discussion:** Evaluating the strengths and weaknesses of a game against the principles of quality characteristics. • **Small-group activity:** Learners evaluate computer games produced by other learners and identify strengths and weaknesses against the quality characteristics.	• Computer games.

Lesson	Topic	Lesson type	Suggested activities	Resources
			• **Tutor-led discussion:** Feedback from the activity, learners discuss their evaluations, common themes identified.	
20-30	**Learning aims B & C Assessment**	IA IS	• **Lead-in:** Introduce the assessment detailing the main assessment criteria, deadline, and submission criteria. • **Assignment writing:** Using the authorised assignment, learners should complete all the tasks.	• Computers with internet access. • Authorised assignment.